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ABSTRACT

A survey inventoried extant career development and job placement services offered for disabled students at New York State two-year colleges. Survey findings from 39 placement directors included (1) an assessment of the availability of 23 types of career development and job placement services for all students and those used by and/or with disabled students at the colleges, (2) indication of the percentage of total student enrollment served by the placement offices for the 1980-81 academic year and estimates of the number of disabled students served by the career development and job placement services, and (3) a profile of the degree of involvement of various college staff as well as career development and job placement personnel in career development activities and job placement of disabled students. Problems or barriers to effective service for disabled students were listed for three components of the career development and job placement process: the students themselves, job placement/employment opportunities, and difficulties inherent in the function of career development and job placement. Effective measures and solutions developed to address these problems were described. Placement directors also indicated types of further information they would like to have in assisting them to serve disabled students. (The instrument is appended.) (YLB)

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CAREER DEVELOPMENT AND JOB PLACEMENT SURVEY
SUMMARY REPORT

Beyond Access: Meeting the Instructional Needs of Handicapped Students in Postsecondary Occupational Education

(VEA 53-82-9001)

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Summary Report of Career Development and Job Placement Survey

Introduction

Background

In the fall of 1980, the Two-Year College Development Center, State University of New York at Albany, in cooperation with the Bureau of Grants Administration, New York State Education Department initiated a project to determine the extent and quality of accommodations designed to meet the needs of disabled students in two-year colleges.

During Phase I of the project (October 1, 1980 to September 30, 1981), a sample of 171 disabled students enrolled in occupational education programs at 19 two-year colleges were surveyed to determine their experience with and evaluation of various special accommodations. The results of this research effort are available in the publication "Beyond Access: Meeting the Instructional Needs of Handicapped Students in Postsecondary Education."

Phase II of the project (October 1, 1981 to September 30, 1982) has examined (a) the use of special accommodations by occupational education faculty, and (b) the career development and job placement services for disabled students in two-year colleges. This report summarizes the data obtained from the survey of career development and job placement services at two-year colleges in New York State (see Appendix A for a list of cooperating sites and contact persons).

The Career Development and Job Placement Survey

In the spring of 1982, project staff developed the Career Development and Job Placement Survey (see Appendix B) to inventory the career development and job placement services, activities, techniques, and approaches developed for and used with disabled students in two-year colleges. Copies of the survey questionnaire were sent to the Placement Directors at 54 two-year colleges in New York State. Completed questionnaires were received from 39 colleges (72% response rate), including all six SUNY Agricultural and Technical Colleges, 25 of 31 SUNY Community Colleges, 2 of 8 CUNY Community Colleges, and 6 of 10 Private two-year colleges.

Findings

Career Development and Job Placement Services Offered

Question #1 of the survey questionnaire asked Placement Directors to indicate which of a total of 23 career development and job placement services were available to all students at their colleges, and which were specifically used by and/or with disabled students. Table 1 summarizes these data. Services which were available at 75% or more of the 39 responding colleges were ranked "High" in availability, services which were available at 50% - 74% of the colleges were ranked "Medium," and services which were available at less than 50% of the colleges were ranked "Low."

The availability of services to all students as presented in column one of Table 1 ranged from 26% (Computerized Employment Service) to 100% (Interview Techniques, Job-Hunting Techniques, and Resume Preparation). Nine of the 23 career development and job placement services listed ranked "High" in availability to all students followed by nine "Medium" and five "Low."

Table 1

Career Development and Job Placement Services
Available at New York State Two-Year Colleges (N=39)

Services	Available To All Students		Used By/With Disabled Students	
	f (%)	Rank[a]	f (%)	Rank[a]
Assertiveness Training	19 (50)	M	12 (31)	L
Career Information Resource File	38 (97)	H	33 (85)	H
Career Planning Courses/Seminars	36 (92)	H	30 (77)	H
Communication Skills	21 (54)	M	17 (44)	L
Computer Assisted Career Guidance System (e.g., SIGI, DISCOVER)	12 (31)	L	10 (26)	L
Computerized Employment Service	10 (26)	L	10 (26)	L
Co-op Work Experience/Internship	20 (51)	M	19 (50)	M
Decision-Making Skills	25 (64)	M	18 (46)	L
Diagnostic Testing or Assessment	22 (56)	M	21 (54)	M
Follow-Up of Students Placed	34 (87)	H	28 (72)	M
Interview Techniques	39 (100)	H	32 (82)	H
Job-Hunting Techniques	39 (100)	H	32 (82)	H
Job Referrals	36 (92)	H	30 (77)	H
Job Simulation	12 (31)	L	9 (23)	L
Nontraditional Career Counseling	25 (64)	M	20 (51)	M
Off-Campus Interviews with Prospective Employers Arranged for Students	26 (67)	M	23 (59)	M
On-Campus Recruitment by Prospective Employers	35 (90)	H	30 (77)	H
Outreach to Industry	25 (64)	M	20 (51)	M
Resume Preparation	39 (100)	H	33 (85)	H
Time Management Skills	11 (28)	L	9 (23)	L
Values Clarification	28 (72)	M	23 (59)	M
Vocational Interest Tests	36 (92)	H	29 (75)	H
Worksite Visits	17 (44)	L	15 (39)	L
Other (Specify) "Speakers' Series"	1 (3)	-	1 (3)	-

[a]Percentages ranked: High (75% or greater), Medium (50%-74%), Low (less than 50%).

The services ranked "High" in availability to all students at 75% or more of the responding colleges were:

- Interview Techniques (100%)
- Job-Hunting Techniques (100%)
- Resume Preparation (100%)
- Career Information Resource File (97%)
- Career Planning Courses/Seminars (92%)
- Job Referrals (92%)
- Vocational Interest Tests (92%)
- On-Campus Recruitment by Prospective Employers (90%)
- Follow-up of Students Placed (87%)

Two of the services lowest in availability of all those listed were "Computerized Employment Service" (available at only 10 of the 39 colleges or 26%) and "Computer Assisted Career Guidance Systems, e.g., SIGI or DISCOVER" (available at 12 of the 39 colleges or 31%). One additional Placement Director indicated that his college would soon be adopting a computer assisted career guidance system ("it's in the budget") and another indicated that they were "working on a grant for this." "Job Simulation" (available at 31% of the responding colleges) and "Worksite Visits" (44%) were facets of job placement which also scored low. Finally, the career development skill of "Time Management" received a low rank of 28%.

One "Other" service listed by a Placement Director from one of the Private Colleges was a "Speakers Series" composed of women who are employed in non-traditional careers. The Placement Director reported that an average of 26-32 of these women speak to the students at the college each academic year.

Several Placement Directors indicated that although certain of the services listed are not made available to students directly by their office, they are offered on campus through some other avenue. Respondents indicated that skills such as "Assertiveness Training" and "Decision-Making Skills" are offered through the Counseling Center while "Off-Campus Interviews with Prospective Employers," "On-Campus Recruitment by Prospective Employers," and "Worksite Visits" are handled through the career programs at some of the colleges.

The use of career development and job placement services by and/or with disabled students at the colleges as presented in the second column of Table 1 ranged from 23% (Job Simulation and Time Management Skills) to 85% (Career Information Resource File and Resume Preparation). Eight of the 23 career development and job placement services listed ranked "High" in use, seven ranked "Medium" and eight ranked "Low." Fewer of the career development and job placement services listed received "High" or "Medium" ranks for the disabled students served compared to "all students," while more of the services received "Low" ranks for the disabled:

Rank	All Students	Disabled Students
High	9 services	8 services
Medium	9 services	7 services
Low	5 services	8 services

The "High" rank services used by and/or with disabled students at the colleges were:

- Career Information Resource File (85%)
- Resume Preparation (85%)
- Interview Techniques (82%)
- Job-Hunting Techniques (82%)
- Career Planning Courses/Seminars (77%)
- Job Referrals (77%)
- On-Campus Recruitment by Prospective Employers (77%)
- Vocational Interest Tests (75%)

This list contains the same nine services which were "High" in availability for all students, but does not show the service "Follow-up of Students Placed" which does emerge in the list above of "High" ranks for all students. (It is interesting to note one exception to this finding, i.e., one Director indicated that they follow-up the job placement of disabled students only and do not follow-up on all students.) In addition to the five services which received "Low" ranks for all students (Computer Assisted Career Guidance System, Computerized Employment Service, Job Simulation, Time Management Skills, and Worksite Visits), the additional services which received "Low" ranks in the "Disabled" column were "Assertiveness Training" (31%), "Communication Skills" (44%), and "Decision-Making Skills" (46%).

Comments from the Placement Personnel in regard to their responses to Question #1 help to account for the shift in balance between the services available to all students and those used by and/or with disabled students served:

> "Although I believe disabled students use these career development and job placement services as well as other students, the Career Planning Service is available to all students and no records are kept of the disabled."
>
> "We do not segregate students. The services are offered to all students."
>
> "Services are available to all students without distinction."
>
> "We have very few disabled students, although there has been steadily increasing numbers in the last two semesters."
>
> "At this time we do not have any disabled students, but we are very interested in recruiting and setting up a program for them."

These comments imply that disabled students are generally welcome to avail themselves of any services offered by the Career Development and Job Placement Offices, but that no extra services specifically tailored to the needs of disabled students have as yet been designed at many of the campuses. Some colleges have gone ahead in delivering special career development and job placement services to the disabled students:

> "Services are offered to all students, as well as individualized services and workshops specifically for disabled students."

Further comments from several other colleges indicate alternative ways colleges have devised for serving the career development and job placement needs of disabled students currently enrolled on the various campuses or the desire of staff to fill the gaps which have been perceived in service to these special clients:

> "Services for students are offered by many personnel offices--Coordinator of Job and Career Center, Director of Counseling, and the OVR rep on campus."
>
> "Would like to be more in touch with resources for disabled students particularly with regard to employers receptive to the needs of the handicapped."

"For any of the career development and job placement workshops and seminars, only literature [reading material] is available for the hearing impaired. There are no interpreters. For any literature, only that which can be read sufficiently by magnifyer is available to the visually impaired."

Finally, lack of staff, perhaps the greatest handicap of all to providing adequate career development and job placement services to all students as well as to disabled students, is a problem at some colleges as illustrated by these responses:

"We are currently awaiting a decision on a grant submitted for funds to support a full-time placement officer and a career/placement function."

"Our career counselor/placement personnel ratio of staff to students is less than 1.5 to 1300."

Number of Students Served

Question #2 of the survey questionnaire asked respondents to indicate the total number of students served by the Placement Office for the 1980-81 academic year. Usable data were received from 32 of the total 39 cooperating colleges in the sample. These data were converted to percentages by dividing the number of students served by the total enrollment for that college obtained from the Institutional Directory of Postsecondary Education in New York State. The resultant percentages were subsequently categorized and appear on Table 2A.

Table 2A

Percent of All Students Served by Placement Office During 1980-81

Percent of All Students Served	Number of Colleges (N=39)
%	# (%)
< 15	4 (10)
15 - 24	11 (28)
25 - 50	7 (18)
51 - 79	6 (15)
80 - 100	4 (10)

As indicated on Table 2A, the Placement Directors at the largest number of colleges (11 of 39 or 28%) estimate that they are serving between 15-24% of the students enrolled. When the two largest intervals on Table 2A are combined (15-24% + 25-50%), the percentage of colleges rises to 46% or nearly half serving between 15-50% of students enrolled at their college. It is evident that a wide variance exists in the percentage of students served by the career development and job placement offices at the colleges. The size of the student body and the size of Placement staff account for some of this variance. In addition, it should be noted that since no standardized definition of "service" was available, responses to Question #2 are based upon respondents' individual methods of counting. For example, one Director clarified his response with the comment:

"Approximately 96% of a surveyed group of graduating seniors replied that they were served."

Question #3 of the survey questionnaire asked respondents what percent of the number of students served by the Career Development Job Placement Office were disabled. Table 2B summarizes these responses.

Table 2B

Percent of All Students Served by Placement Office Identified as Disabled

Percent of All Students Identified as Disabled	Number and Percent of Colleges (N=39)
%	# (%)
Unknown	9 (23)
None	3 (8)
Less than 1%	8 (21)
Between 1% and 5%	11 (28)
Between 6% and 10%	2 (5)
Over 10%	2 (5)

The largest number of colleges (11 of 39 or 28%) estimate that between 1% and 5% of the students served were disabled. The second largest group of colleges (9 of 39 or 23%) indicated that the number of students served who were disabled was "Unknown."

Question #4 probed special methods or procedures used to identify disabled students who use placement services at the colleges. Twenty-nine respondents or 74% of the sample indicated that their office did not use any special method or procedure to identify disabled students. Comments included:

"Only self-disclosure."

"We have no way of knowing unless the students tell us."

"Most disabled people try and hide their disability."

"Service-connected disability veterans are the exception. Certain [other disabled] people will volunteer information."

"Identification of disabled students is done by medical service survey of students enrolled. The information is not used for Placement purposes."

Eight of the 39 respondents or 21% responded yes that they do use a special method or procedure to identify disabled students who use career development and job placement services. Only two of these indicated that this information is formally obtained through placement application forms:

"Indicated on placement application."

"Application forms (ES66 and 65.40M) used by the placement office have questions on disabilities. Also this subject often comes up in the interview itself."

Other respondents indicated that they identified disabled students through the help of other offices and staff on their campus:

> "We work closely with the Office of Disabled Student Services, which is a division of Student Personnel Services."
>
> "I seek information from the Associate Dean for Counseling."
>
> "Effort is coordinated through the Office of Disabled Student Services."
>
> "Close coordination with Support Services Program."
>
> "Referred by faculty and Department Chairpersons."

One respondent indicated that the Career Development and Job Placement services for disabled students on his campus are entirely handled by the Disabled Student Services Office:

> "Disabled students are, for placement purposes, serviced by Disabled Student Services."

Additional variations on record-keeping and identification procedures are evidenced by these comments:

> "Statistics are only kept on job placement - not on total use of services except if material is developed for vision and hearing impaired people."
>
> "We did not graduate any disabled students last year. This year we have one blind student with whom we have worked closely."

In sum, the data show that the majority of respondents (74%) indicate that their career development and job placement office does not use any special method of identifying disabled students and that they rely mainly on informal channels and methods of learning of students with disabilities. In addition, nearly one-fourth (23%) of those sampled indicate the number of disabled students served by their career development and job placement services is actually unknown. It appears that the career development and job placement offices at the majority of two-year colleges sampled are servicing disabled students without full knowledge of their disabilities and special needs. Resources and/or materials to address these needs consequently may not be available in the career development and job placement services offices, or, if available, may not be utilized by the disabled students.

Degree of Involvement of Staff in Career Development & Job Placement Activities

Question #5 of the survey questionnaire asked respondents to indicate the degree of active involvement of certain individuals in career development and job placement activities for disabled students at the college. Degree of involvement was scaled "Almost Always" (4 points), "Frequently" (3 points), "Occasionally" (2 points), and "Almost Never" (1 point). Table 3 presents the degree of involvement of various personnel in CAREER DEVELOPMENT for disabled students and Table 4 presents the degree of involvement of various personnel in JOB PLACEMENT of disabled students.

Table 3

Staff Involved in CAREER DEVELOPMENT for Disabled Students (N=39 Colleges)

Staff	Degree of Involvement: Almost Always f (%)	Frequently f (%)	Occasionally f (%)	Almost Never f (%)	Avg[a]
Affirmative Action Officer	0 (0)	1 (3)	5 (13)	22 (56)	1.25
Coordinator of 504/Disabled Students	2 (5)	6 (15)	7 (18)	9 (23)	2.04
Counselors	18 (46)	8 (21)	4 (10)	2 (5)	3.31
Faculty Members	6 (15)	6 (15)	10 (26)	7 (18)	2.38
OVR Personnel	6 (15)	6 (15)	10 (26)	3 (8)	2.60
Parents	2 (5)	4 (10)	8 (21)	9 (23)	1.96
Placement Personnel	14 (36)	7 (18)	8 (21)	2 (5)	3.06

[a]Degree of involvement scaled: Almost Always (4 points), Frequently (3 points), Occasionally (2 points), Almost Never (1 point).

An examination of the last column on Table 3 (Avg) reveals the average degree of involvement of the various personnel on two-year college campuses in career development activities for disabled students. Counselors (Avg=3.31) proved to be the most highly involved in career development for disabled students at the colleges followed by Placement Personnel (3.06), OVR Personnel (2.60), Faculty Members (2.38), and the Coordinator of 504/Disabled Students (2.04). Significantly, at 46% of the responding colleges, Counselors were "almost always" involved and at over one-third (36%) of responding colleges Placement Personnel were "almost always" involved. At the other end of the scale, at over half of the responding colleges (56%) the Affirmative Action Officer was "almost never" involved in career development and, significantly, at nearly one-fourth (23%) of responding colleges, the Coordinator of 504/Disabled Students was "almost never" involved in career development activities for disabled students.

Table 4 presents the average degree of involvement of various personnel in the job placement of disabled students at the colleges.

Table 4

Staff Involved in JOB PLACEMENT of Disabled Students (N=39 Colleges)

Staff	Degree of Involvement: Almost Always f (%)	Frequently f (%)	Occasionally f (%)	Almost Never f (%)	Avg[a]
Affirmative Action Officer	0 (0)	0 (0)	9 (23)	20 (51)	1.31
Coordinator of 504/Disabled Students	1 (3)	3 (8)	8 (21)	12 (31)	1.74
Counselors	9 (23)	5 (13)	9 (23)	8 (21)	2.48
Faculty Members	4 (10)	5 (13)	12 (31)	9 (23)	2.13
OVR Personnel	3 (8)	7 (18)	10 (26)	6 (15)	2.27
Parents	3 (8)	3 (8)	8 (21)	10 (26)	1.96
Placement Personnel	16 (41)	9 (23)	5 (13)	2 (5)	3.22

[a]Degree of involvement scaled: Almost Always (4 points), Frequently (3 points), Occasionally (2 points), Almost Never (1 point).

As might be expected, Placement Personnel had the highest degree of involvement (Avg=3.22) followed by Counselors (2.48), OVR Personnel (2.27), and Faculty (2.13). Significantly, at nearly one-third of the responding colleges (31%), the Coordinator of 504/Disabled Students was "almost never" involved in job placement activities or only "Occasionally" involved (21%).

A further comparison of the averages in the last column on Table 3 and on Table 4 clarifies the profile of services and personnel:

	Avg. Degree of Involvement (scale 1-4)	
	Career Development Activities	Job Placement Activities
Placement Personnel	3.06	3.22
Counselors	3.31	2.48
OVR Personnel	2.60	2.27
Faculty	2.38	2.13
Coord. 504/Disabled Students	2.04	1.74
Parents	1.96	1.96
A.A.O.	1.25	1.31

Overall, higher average involvement of four types of staff may be noted in career development activities compared to job placement activities, i.e., Counselors, OVR Personnel, Faculty, and Coordinator 504/Disabled Students. Higher involvement of Placement Personnel and Affirmative Action Officer occurs in job placement activities rather than in career development. Parents had an equally moderate degree of involvement (Avg=1.96) in both career development and job placement.

"Other" types of personnel involved in both career development and job placement activities for disabled students as listed by respondents from two colleges were: "Health Service" ("The people most involved with handicapped are the Health Service since they have some idea of the capabilities. Persons in industry are also involved") and "Support Service Program."

Problems and Barriers

Questions #6 and #7 on the survey questionnaire gave respondents the opportunity to describe any problems and/or barriers encountered in career development and job placement activities for disabled students and to list any solutions (services, materials, techniques, or programs) found to be especially effective in dealing with those problems.

Problems or barriers to effective service for disabled students centered around three components of the career development and job placement process: the students themselves, job placement/employment opportunities, and various difficulties inherent in the function of career development and job placement. Problems characterizing disabled students themselves include:

> "Students' unrealistic expectations and the problems in assessing career alternatives for the handicapped."
>
> "Many of the disabled students have had poor previous training (if any) and are not always prepared to tackle the demands at community college level."

"Inappropriate career goals."

"Usual attitudinal barriers. Disabled students need to think more about technical careers if they intend to live in this area."

"Student resistance to or ignorance of services."

"Job readiness of disabled student; disincentive to work (SSI, etc.)."

Difficulties with job placement and employment opportunities are illustrated by the following comments. Employer resistance and transportation proved to be the primary barriers:

"Availability of jobs for handicapped people."

"We have often noticed that some employers are hesitant to hire handicapped individuals."

"Employer resistance to hiring handicapped."

"Problem: helping disabled students get exposure to various careers through getting hired for part-time and summer work. This is primarily due to some resistance from employers to hiring disabled students."

"In general, employers seem to expect disabled students to perform essentially the same tasks performed by their nondisabled employees in similar positions. However, this is not always possible depending upon the nature of the student's disability."

"Job placement is difficult for any of our students in our economic area."

"Transportation is a major problem. Most job openings are not on buslines, and require personal transportation."

"Occasional problems with transportation of candidates to job site for interviews."

"The incredible cost of private transportation (home to industry and return home) for wheelchiar-bound grads."

Finally, difficulties inherent in the career development and job placement function at the campuses include lack of career development and job placement personnel, lack of cooperation with other agencies serving disabled students, and inability to identify students with "hidden disabilities:"

"Lack of personnel to accomplish the task."

"Other counseling services like OVR never get in touch with my office when they are dealing with our students. I always make the calls if a student tells me they are also using another resource."

"My greatest concern lies in the area of identifying Learning Disabled students."

Solutions

Respondents generously shared information on their search for solutions to the problems described and the development of effective measures in serving the career development and job placement needs of disabled students at the colleges. Responses indicate that a variety of techniques and resources are being utilized at the two-year colleges across the state.

Generally, Placement Directors indicate that the basic services which their offices offer to nondisabled students are also effective with disabled students:

"Services that are successful with the regular student body seem to be effective with the disabled students as well."

"No differentiation between programs for disabled and other students."

In addition, many staff have developed special services, techniques, and equipment to service the special needs of the disabled students:

"The workshops we run for disabled students and the seminars in career development are very effective."

"The Placement Office works in close cooperation with the Office of Disabled Student Services. Workshops targeted to the disabled will start in the 1982-83 academic year."

"Equipment procured for partially disabled students such as variable speed cassette players, portable magnifying lens, closed circuit TV systems and pocket portable audio cassette recorders. Tutorial services provided through Developmental Learning Center."

"Help from OVR staff, interviewing and resume writing sessions with students. Computer Programs include GIS for career development and Apple for course study."

"SIGI - Computerized Career Planning for Values and Decision Making."

"Work site visit program which gives students some direct exposure to career opportunities and on-campus employment, specifically designed to accommodate disabled students."

"Our co-operative internship is exceptionally helpful to the disabled students."

"I am a Rehabilitation Counselor as well as Placement Coordinator. Consciousness raising in individual counseling along with 'combat' techniques are most effective."

Participation in special grant-funded projects and cooperative arrangements and linkages with other external job placement agencies are evidence of further extensions of career development and job placement efforts with the disabled students at many of the campuses:

"We have been working with the career development project which is being funded and is operating through OVR in Westchester."

"Job Readiness Workshops; interest testing; OVR-sponsored CIPHER Program; VEA placement counselor; Dept. of Labor Selective Placement Program."

"OVR Job Clearing House Project working with the office of Selective Placement, New York State Employment and other agencies such as JOB, CIDNY and Civil Service."

"We have used OVR, N.Y.S. Job Service counselors, BOCES, and our local Occupations, Inc. (vocational school). The latter has its own training and job development service."

"Access to Career Information Center through VOC ED Grant establishing a 3 credit hour college course on career planning. Direct linkup with CETA which became a part of college in February '82. Arrangement with NYS Employment services for job openings."

"We had a VEA grant for unpaid work experience for disabled students which was helpful. Further technical employment linkages would be helpful. Role-modeling experiences have been primarily Social Science."

"We received a grant to visit 100 employers and ask questions pertaining to disabled students."

Further Information Desired by Career Development and Job Placement Staff

In response to the final open-ended question on the survey questionnaire, respondents indicated what type of further information they would like to have to help them in the career development and job placement of disabled students. The type of information requested by the Placement Directors reflects the problems and barriers they have encountered so far in servicing disabled students. Comments demonstrate four primary areas of interest:

- more job search and job readiness skills to help the disabled students including techniques and existing special programs used by staff at other colleges
- more technical information on matching the disabled to specific jobs, e.g., how to assess modifications needed, etc.
- resource list of other agencies which list job openings and clarification of the overlap of career development and job placement services rendered to the disabled by OVR and other agencies
- identification of employers willing to hire the disabled and descriptions of successful placement of other disabled persons in jobs

The actual comments best demonstrate the scope of these primary areas of interest. Comments illustrating the desire for more job search/readiness skills and information on special programs include:

"Information regarding Special Placement programs for the disabled; Innovative techniques, such as Work Experience Programs."

"We would be interested in information about other special programs being offered for disabled students. One such program called DASH is currently operating at George Mason University in Virginia. This program is run by the counseling center and offers group seminars, encounter sessions, and newsletters for disabled students."

"Any special successful programs, workshops, courses, etc."

"Assertiveness training for disabled; how to overcome employment barriers--apparent & hidden; on-site work experiences for disabled."

"How to help students address handicaps realistically; how to help students match abilities to careers; how to identify job or career possibilities."

"Hints for dealing with disabled from parochial, isolated backgrounds who would lack motivation even without a handicapping condition."

"Job search tips--how to obtain names."

"What problems the disabled encounter in job search; what the job possibilities are; what type of work disabled people are already doing."

"Techniques of publicizing disabled students ready for employment, i.e., how to approach employers to get them to be more receptive to hiring disabled students; techniques for preparing disabled students for the job search."

"Ideas for presenting to employers positive information regarding employment of disabled students."

"Methods that students might use to present their disability to the employer. It must come up in interview."

"How to handle disability in job interviews."

"Should a disabled individual include their disability on a resume?"

Comments relating to the need for more technical information on matching disabled students to specific jobs include:

"A categorized reference for matching the types of disabilities and where these persons have been most successful."

"Job descriptions for various occupations which include any modifications necessary for students with various handicaps. The modifications, if any, should be clearly identified."

"Understanding of physical limitations and barriers that each job and job site may have."

"Training in how to make out a resume for the disabled, e.g., specifications such as 'Can work standing up for 20 minutes,' 'Can carry 10 lbs. for 50 feet.' More information on laws that industry

must follow and on tax credit that industry can get to improve work locations, etc."

"Information on wage and hour regulations for disabled."

The need for more information on other agencies which list job openings along with clarification of OVR's and other agencies' roles in servicing the career development and job placement of the disabled is highlighted by the following comments:

"Kinds of bureaus, offices (throughout the U.S.) that keep community, state and federal job opening listings."

"Digest of rules and regulations regarding the use of O.V.R. funds for on-the-job training. Also resource list of agencies available in each section of the state. Suggestions for 'selling' disabled students to employers."

"Job search organizations for handicapped."

"Explanation of responsibility of OVR counselor; listing of services for disabled; contact person for county, state and federal civil service exams for blind or manually disabled candidates."

Finally, the desire of many of the Placement Directors surveyed for help in identifying employers willing to hire the disabled and for information on successful placement of other disabled persons in jobs is demonstrated by the following comments:

"A listing of employers and agencies who hire disabled students."

"Employers who make it a point to hire the disabled."

"Specific people to contact in business and industry for placement--full-time employment or internship or on-the-job training. I think it's very important that this population of students move out of the classroom quickly into job experience opportunities."

"Lists of businesses and agencies, with contact person, which have a history of openness to hiring the disabled."

"Names of key individuals in industry to secure job placement and profiles of job descriptions of recent placement of disabled students."

"Identification of employers who are actively seeking disabled candidates or actively encouraging their application for employment. Identification of company programs available for career development for disabled employees."

"Need information on what corporations are sympathetic towards the needs of the disabled. (I found out in surveying 100 corporations that the 'disabled' were people who have worked at the company for '100 years' and had had a heart attack, etc. It is hard work to place most disabled workers. Employers have ways of talking about

what they do for the handicapped. They give great publicity to one or two people they have working for them and feel they have met their obligation. I also found out other employees were upset when a disabled person was paid the same money and could not produce the same.)"

Conclusion

The Disabled Student Project's Career Development and Job Placement Survey was designed as part of Phase II of the Two-Year College Development Center's Disabled Student Project "Beyond Access: Meeting the Instructional Needs of Handicapped Students in Postsecondary Occupational Education." The purpose of this survey was to inventory extant career development and job placement services offered for disabled students at New York State two-year colleges. This report summarizes the questionnaire responses of a sample of Placement Directors from 39 of the 54 colleges surveyed.

Data presented in this summary report include:

- an assessment of the availability of 23 types of career development and job placement services for all students and those used by and/or with disabled students at the colleges
- indication of the percentage of total student enrollment served by the Placement Offices for the 1980-81 academic year as well as estimates of the number of disabled students served by the career development and job placement services at the colleges
- a profile of the degree of involvement of various college staff and career development and job placement personnel in career development activities and job placement of disabled students
- a listing of problems and barriers encountered by career development and job placement staff at the colleges along with a description of effective measures and solutions developed to address those problems
- indication of types of further information respondents would like to obtain to assist them in the career development and job placement of disabled students at the colleges

You are invited to evaluate the data in the light of your own programs and are encouraged to share and to review this report with other staff members at your own campus as well as with career development and job placement personnel from other institutions.

APPENDICES

Cooperating Sites and Contact Persons

SUNY Agricultural and Technical Colleges

Alfred	Dr. Jeari Blankenship, Director of Counseling Carol Woughter, Director of Placement
Canton	Morgan F. Anderson, Director of Placement
Cobleskill	Nancy A. Burton, Director of Placement
Delhi	Kenneth Bender, Director of Placement
Farmingdale	Anita Tritell, Associate Dean for Student Development
Morrisville	Thomas R. Monaghan, Counselor Paul R. Stryker, Director of Placement

SUNY Community Colleges

Adirondack	Carol A. Harty, Director of Placement
Broome	Anne Scott, Director of Placement Alan Bennett, Acting Director of Counseling Center
Cayuga	Dr. Susan M. Kunico, Director of Placement
Clinton	M. Elizabeth O'Leary, Director of Counseling
Columbia-Greene	Dick Schmonsky, Assistant Dean of Students
Corning	Almont Venelle, Career Services
Dutchess	Andrew Sillin, Director of Placement
Fashion Institute	Roslyn Dolber, Director of Placement
Finger Lakes	Acton B. Corbit, Director of Placement
Genesee	Debra Hill, Acting Director of Career Development
Herkimer	Philip M. Bain, Assistant Dean
Hudson Valley	Mark Schmiedeshoff, Assistant Director of Placement
Jefferson	Dave Moore, Coordinator of Placement
Mohawk Valley	Edward I. Barber, Coordinator of Placement
Monroe	G. Christopher Belle-Isle, Assistant Director of Placement
Nassau	John Spiegel, Coordinator of Placement Victor Margolis, Coordinator of Disabled Student Services
Niagara	Jay Elliott, Counselor, Disabled Students Dan Rogala, Placement Counselor
North Country	Robert E. Brown, Transfer-Placement Counselor
Orange	Kathleen Siers, Job Placement Coordinator
Schenectady	Gertrude Frick, Coordinator of Placement
Suffolk-West Campus	Judith Taxier-Reinauer, Counselor
Selden Campus	Grace Z. McGorry, Coordinator of Placement
Tompkins-Cortland	Esther Herkowitz, Placement-Transfer Coordinator
Ulster	Sherry Tesler, Coordinator of Special Services James Quirk, Director of Counseling George Piskor, Placement-Transfer Counselor
Westchester	Joan Hopf, Coordinator of Job & Career Center

CUNY Community Colleges

Bronx	Dr. Frank P. Donnangelo, Coordinator of Employment Counseling
Queensborough	Dr. Elliot Rossman, Director of Disabled Student Services

Independent/Private

Cazenovia	P. H. Durgin, Career-Transfer Counselor
Elizabeth Seton	Sister Therese Donnelly, Director of Placement
Hilbert	Sharon P. Guenther, Director of Placement
Mater Dei	Amy Emerich, Recruiter, Job Counselor
Trocaire	Betty T. Corcoran, Director of Placement
Villa Maria	Rosemarie Goi, Director of Continuing Education & Placement

APPENDIX B

Two-Year College Development Center
State University of New York at Albany

DISABLED STUDENT PROJECT CAREER DEVELOPMENT AND JOB PLACEMENT SURVEY
(VEA 53-82-9001)

College _____

Name _____ Phone _____

Title _____

DIRECTIONS: This survey is intended to determine the career development and job placement services available to disabled students in New York State two-year colleges. Please provide the following information. Feel free to attach additional sheets as necessary.

1. Which of the following career development and job placement services (A) are available to all students enrolled at the college and (B) have been used by/with disabled students enrolled at the college? CHECK ALL THAT APPLY.

	Available to all students	Used by/with disabled students
• Assertiveness Training	____	____
• Career Information Resource File	____	____
• Career Planning Courses/Seminars	____	____
• Communication Skills	____	____
• Computer Assisted Career Guidance System (e.g., SIGI, DISCOVER)	____	____
• Computerized Employment Service	____	____
• Co-op Work Experience/Internship	____	____
• Decision-Making Skills	____	____
• Diagnostic Testing or Assessment	____	____
• Follow-Up of Students Placed	____	____
• Interview Techniques	____	____
• Job-Hunting Techniques	____	____
• Job Referrals	____	____
• Job Simulation	____	____
• Nontraditional Career Counseling	____	____
• Off-Campus Interviews with Prospective Employers Arranged for Students	____	____
• On-Campus Recruitment by Prospective Employers	____	____
• Outreach to Industry	____	____
• Resume Preparation	____	____
• Time Management Skills	____	____
• Values Clarification	____	____
• Vocational Interest Tests	____	____
• Worksite Visits	____	____
• Other (Specify) _____	____	____

Comment _____

_____

_____

2. How many students were served by the Placement Office last year? _____

3. Of this number, what percent were disabled? _____%

4. Does the Placement Office use any special method or procedure to identify disabled students who use placement services?

_____ Yes _____ No

If Yes, please describe _____

_____

_____

_____

5. Using the scale provided, please circle the degree of active involvement of the following individuals in the career development and job placement of disabled students:

1 - Almost always involved
2 - Frequently involved
3 - Occasionally involved
4 - Almost never involved

	Career Development	Job Placement
Affirmative Action Officer	1 2 3 4	1 2 3 4
Coordinator of 504/Disabled Students	1 2 3 4	1 2 3 4
Counselors	1 2 3 4	1 2 3 4
Faculty Members	1 2 3 4	1 2 3 4
OVR Personnel	1 2 3 4	1 2 3 4
Parents	1 2 3 4	1 2 3 4
Placement Personnel	1 2 3 4	1 2 3 4
Other (Specify) _____	1 2 3 4	1 2 3 4

Comment _____

_____

_____

_____

6. Please describe any problems and/or barriers you have encountered or become aware of in career development and job placement activities for disabled students.

_____

_____

_____

7. What solutions (services, materials, techniques, or programs) have you found to be especially effective in career development and job placement for disabled students? Include descriptions of grant-funded projects, workshops, seminars, employment linkages, etc.

_____

_____

_____

_____

8. What type of information or materials would you like to see included in a Sourcebook for Placement personnel to help them in the career development and job placement of disabled students?

_____

_____

_____

_____

Thank you for your cooperation.

PLEASE RETURN BY FRIDAY, MAY 7, 1982, TO:

Disabled Student Project
Two-Year College Development Center
SUNY-Albany
135 Western Avenue, Draper 306
Albany, New York 12222

(518) 455-6271